DOCUMENT RESUME

ED 305 457 CE 052 167

AUTHOR Johnson, Oliver
TITLE Adult Functional Literacy in the South: Program Responses and a Proposal for a Regional Approach. SGPB Alert. Analysis of Emerging Issues. No. 25.
INSTITUTION Southern Growth Policies Board, Research Triangle Park, N.C.
PUB DATE Nov 88
NOTE 14p.
AVAILABLE FROM Southern Growth Policies Board, 5001 South Miami Blvd., P.O. Box 12293, Research Triangle Park, NC 27709 ($3.00).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Literacy; *Economic Development; *Functional Literacy; *Labor Force Development; *Regional Cooperation; Regional Planning; *Regional Programs
IDENTIFIERS *United States (South)

ABSTRACT

An educated, skilled, flexible work force will be the key to southern economic development. The South must have workers better equipped to learn modern, ever-changing work skills. The lack of these skills prevents the region from achieving the productivity gains that it could otherwise accomplish. There is a growing interest on the part of policymakers throughout the South in attacking the problems of illiteracy and undereducation in the adult population. Nearly all the southern states have created some sort of coalition to coordinate various literacy efforts--sometimes in conjunction with state-financed education programs and sometimes as entirely separate entities. The creation of a regional strategy--including, perhaps, the establishment of a southern regional literacy center--could be a major step toward a comprehensive assault on functional illiteracy. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SGPB Alert
Analysis of
Emerging Issues

November 1988
No. 25

Southern
Growth
Policies Board

ED305457

Adult Functional Literacy in the South: Program Responses and a Proposal for a Regional Approach

Summary

An educated, skilled, flexible workforce will be the key to southern economic development. The South must have workers better equipped to learn modern, ever-changing work skills. The lack of these skills prevents the region from achieving the productivity gains that it could otherwise accomplish. Studies indicate that in the 1990s, jobs will require significantly more years of schooling; by the start of the 21st century, most new jobs will require some education beyond high school.

There is a growing interest on the part of policymakers throughout the South in attacking the problems of illiteracy and undereducation in the adult population. Nearly all of the southern states have created some sort of coalition to coordinate various literacy efforts—sometimes in conjunction with state-financed education programs and sometimes as entirely separate entities.

This ***Alert*** describes the illiteracy crisis in the South and its impact on the region's economic development. In addition, it discusses how southern states are mobilizing their resources toward eliminating adult functional illiteracy. Finally, it suggests how state policymakers might respond by combining the resources of individual states and taking a regional approach.

This report was prepared by Dr. Oliver Johnson, Senior Staff Associate for Human Resource Policy. Copies are available from the Southern Growth Policies Board for $3.00.

Introduction

Illiteracy in the South's work force is clearly a barrier to improved economic opportunities for its people. The region's high illiteracy rates inhibit entrepreneurism and discourage business expansion in and relocation to the region. The actual costs of illiteracy—in terms of lost productivity, reduced wages, industrial and military accidents, welfare programs, crime, and other related problems—are impossible to measure precisely. But they are undeniably staggering.

The South must produce workers better equipped to learn modern production skills. The lack of these skills prevents the region from achieving the productivity gains that it could otherwise accomplish. Recent advances—such as participatory management, statistical quality control, and just-in-time inventory systems—require production workers to master complex skills. These techniques simply cannot be implemented unless the work force has better math and problem-solving capabilities than it does now.[1]

The Report of the Committee on Human Resource Development of the 1986 Commission on the Future of the South maintained that the South has built its economy on the physical strengths of its labor force—which was relatively unskilled but able, hard-working, and reliable—to meet its work force needs. That strategy will not suffice for the future. The new southern economy will have to build on the *mental* strengths of its labor force.

Creating strategies for economic development

5001 South Miami Blvd
PO Box 12293
Research Triangle Park
North Carolina 27709
919-941-5145

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Papke

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UDS 2167

Furthermore, functional illiterates earn on average 44 percent less than those with a high school diploma, are more likely to be convicted of crimes, and are highly dependent on public assistance. Moreover, high illiteracy rates hinder efforts to improve the education of subsequent generations. As southern states recognize these costs, programs to improve literacy rates are becoming a priority.

Illiteracy is not a short-term phenomenon that will quickly disappear. At a time when jobs require higher levels of math, science, and literacy than ever before, the economy is becoming increasingly dependent on those workers who have traditionally received the poorest education. Between 1988 and the year 2000, almost half of all workers entering the labor force for the first time will be minorities or immigrants. This compares to the current labor force, which is 45 percent female, 15 percent minority, and 25 percent adult functionally illiterate. Blacks and Hispanics currently have the highest dropout rates in the country and lag significantly behind the national average on test scores. And yet, studies indicate that in the 1990s jobs will require significantly more years of schooling; by the start of the 21st century most new jobs will require some education beyond high school. Some economists argue that human capital has been the driving force in national economic growth for decades; and this has certainly become true for the South. An educated, skilled, flexible work force will be the key to southern economic development.

Eighty percent of the labor force which will be working in the year 2000 has already left school. And, while roughly half of the 18.7 million southern functional illiterates in 1980 were over 55 and are now essentially through their careers, that still leaves about nine million adult illiterates—plus at least 350,000 new ones each year who drop out of high school.

Meeting the Economic Challenge of the 1990s: Workforce Literacy in the South, a report for the Sunbelt Institute written by MDC, Inc., states that "America has no standard definition of literacy or illiteracy. In fact, there is a growing consensus among experts in the field that literacy should not be defined as any particular level of educational attainment or any specific set of skills. Rather, literacy must be seen as a continuum of basic and applied skills measured against the increasing complex demands of society and the workplace."[2] Because no reliable data on functional illiteracy exist, levels of educational attainment normally are used as a proxy. On that basis, southern states have higher rates of functional illiteracy than the rest of the nation. One out of every four southern adults over the age of 25 had completed less than eight years of school in 1980. The comparable figure outside the region is one in six. Illiteracy rates are even higher in the rural South, and higher still among blacks. In 1980, 37 percent of southern blacks age 25 and over had no more than eight years of education. (*Figure 1*).[3]

"At a time when jobs require higher levels of math, science, and literacy than ever before, the economy is becoming increasingly dependent on those workers who have traditionally received the poorest education."

The current education reforms should stanch the flow of newly minted illiterates into the work force. However, slower rates of population growth in the 1960s have resulted in a smaller pool of available workers from which to choose. This trend would be exacerbated if immigration slows and high school graduation rates decline. According to a recent study by The Hudson Institute called "Workforce 2000," the profile of new entrants into the labor force is startling. Only 15 percent will be native white males; 67 percent will

be female, including nearly 21 percent minority or immigrant females; and over 42 percent will be minority or immigrant.[4]

How is the South Responding?

Halfway Home and a Long Way to Go, the Report of the 1986 Commission on the Future of the South, mandates, as its second objective, that southern states "mobilize resources to eliminate adult functional illiteracy." The report suggests southern states implement the following strategies:[5]

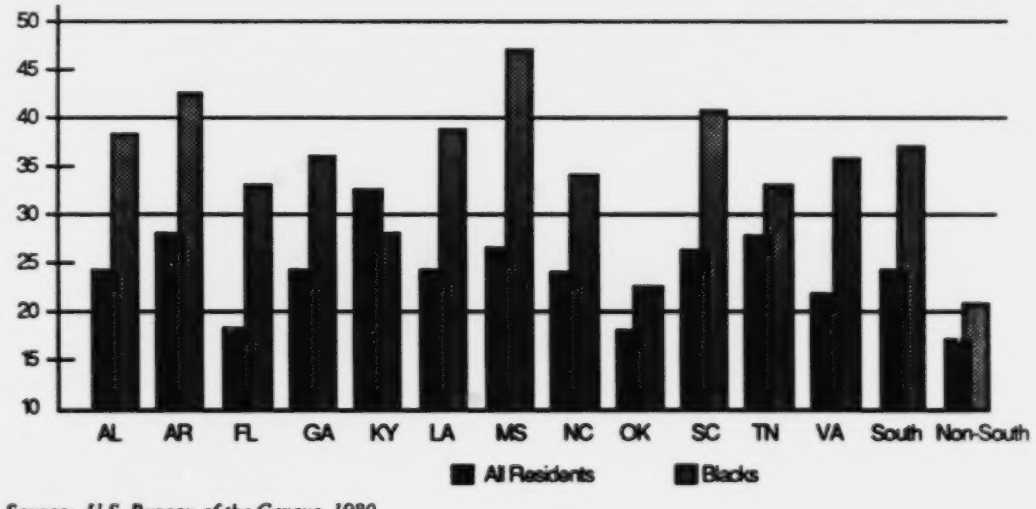
1. Launch state task forces on adult functional illiteracy.
2. Provide resources commensurate to the task.
3. Charge strong community college systems with the responsibility for adult literacy programs.
4. Use more television and telecommunication to publicize the problem and programs, as well as to teach.

State Actions to Improve Adult Literacy, a report published by the Southern Regional Education Board, stated that there are a number of effective state and local programs in the region with innovative delivery systems;[6] some of these actions are directly related to the regional objectives laid out in the Commission's report. They generally address both the problems of having too few resources to reach target populations and of coping with the general reluctance of adults to go back into a system in which they previously had failed. Some states spend money to publicize both the need and the programs, to attract and train good volunteers and professionals, and to expand existing programs. Nearly all of the southern states have created some sort of coalition to coordinate various literacy efforts—sometimes in conjunction with state-financed education programs, and sometimes as entirely separate entities.

"One out of every four southern adults over the age of 25 had completed less than eight years of school in 1980. The comparable figure outside the region is one in six."

Figure 1

Population 25 and Over with No More than Eight Years of Education, 1980



Source: U.S. Bureau of the Census, 1980

In 1986, **Kentucky's** General Assembly passed a bill authorizing the Parent and Child Education (PACE) program. Initiated in 12 school districts, and subsequently expanded to 18 sites, PACE is a distinctive model designed to educate both parents and pre-school children at the same time and location. In the PACE program children are taught basic kindergarten readiness skills that will establish a pattern for success at each level of schooling. Simultaneously, parents are instructed in the basic academic skills needed for high school equivalency certification. This project was among 10 winners of a $100,000 prize given by the Ford Foundation and Harvard University's John F. Kennedy School of Government. Adult literacy is a major component in Kentucky Educational Television Network's campaign to improve educational opportunity. Through **Kentucky's** ETV many citizens receive preparatory GED classes. The Public Broadcasting Corporation airs the GED series in most of the United States.

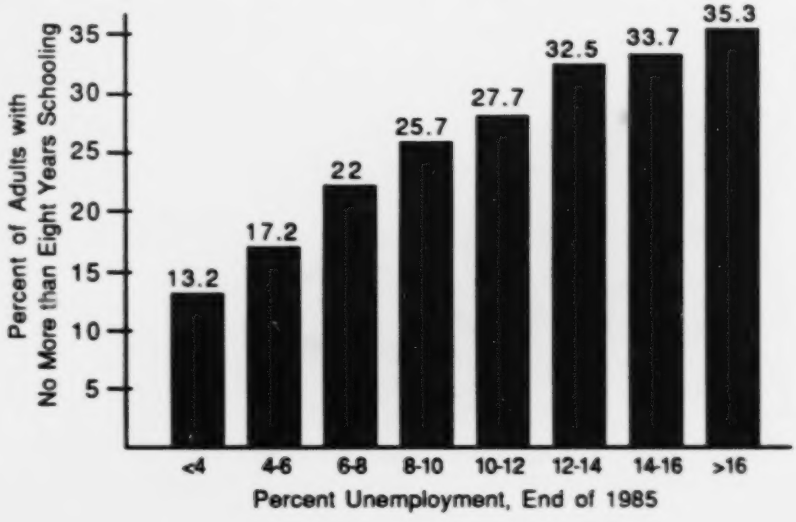
In 1984, the **North Carolina** community college system officially launched the Adult Literacy Initiative, which in turn developed a program concentrating on persons with less than an 8th-grade education. The community colleges in **North Carolina** are unique among southern states in that they have primary responsibility for the state's adult literacy program. The North Carolina Adult Basic Education (ABE) system provides for an assessment and retention specialist for each institution.

In 1988, the **South Carolina** Department of Education will allocate approximately $6 million in state and federal funds to four programs: the adult reading campaign, basic adult education, the adult high school degree program, and the GED program. The programs serve more than 70,000 people. **South Carolina's** Governor Carroll Campbell

"Nearly all of the southern states have created some sort of coalition to coordinate various literacy efforts—sometimes in conjunction with state-financed education programs, and sometimes as entirely separate entities."

Figure 2

Unemployment and Illiteracy, SGPB South



Source: Southern Growth Policies Board, 1987

has called for literacy programs that would be developed with a direct link to the state's economic development. The first of these efforts is a program for "work force excellence." The program, consisting of a statewide business roundtable, local roundtables, and work specialists, will try to pair business and industry with groups that provide literacy instruction.

In 1987, **Florida** established the Model Non-Instructional Adult Literacy Centers Program, with four community colleges and three school districts as pilot centers. Each pilot was allocated $100,000 and is responsible for identifying persons who need literacy training and directing them to agencies that can provide appropriate instruction. The program is now fully operational and receives funding from the state lottery.

In **Virginia**, literacy efforts have been assisted by the **Virginia** Literacy Initiative, a public/private endeavor to expand and coordinate literacy education. Private sector programs are encouraged by the **Virginia** Literacy Foundation, which seeks to raise funds for volunteer activities. Public efforts are handled through the State Office of Adult Literacy, which is responsible for expanding and coordinating the literacy efforts of various state offices.

In 1987, **Oklahoma** appropriated $200,000 for literacy efforts, with half devoted to adult education programs and half earmarked for illiteracy prevention efforts at the elementary school level. In the latter program, a commercially produced computer learning program was used to help predominantly low-income children.

In most instances, though, current efforts in the South to address illiteracy are hampered by a number of serious concerns. As noted, resources for adult literacy programs are scarce. Adult basic education is more dependent upon federal dollars and on volunteers than virtually any other public education program. The Adult Education Act—which requires states to contribute only one dollar for every nine federal dollars—is the principal source of federal funding. In a survey of current efforts to reduce illiteracy, The Working Group on Adult Literacy—a coalition of 11 educational groups, such as the Adult Literacy and Technology Project, the American Association for Adult and Continuing Education, the Association of State Literacy Directors, and the American Library Association—estimated that the federal government spends $135 million a year on the problem and that states spend an additional $300 million.[7]

"The community colleges in North Carolina are unique among southern states in that they have primary responsibility for the state's adult literacy program."

Closely linking adult literacy education to economic development requires explicit policies. Yet, few states have such adult literacy education policies. Ideally, public programs for addressing adult literacy should be framed by comparing the literacy skills of the adult population with the literacy demands of the workplace and with the need to function in a literate society.

Compounding this lack of public support is the low level of private sector support. The business community tends to view basic skills as something that the public schools should have already taught. The report for the Sunbelt Institute states that "literacy training is a slow and expensive process, and because turnover is typically high among lower-echelon employees likely to need remedial instruction, relatively few undereducated workers are offered literacy training by their employers."[8] Further, there is often a perceived risk that increasing employees' education will do more than increase their productivity; it may in fact encourage them to search for other, higher-paying jobs.

Proposal For A Regional Approach

There is a near consensus on the part of policymakers throughout the South that the problems of illiteracy and under-education in the adult population should be redressed. A combined national, regional, state, and local approach to solving the problem of adult illiteracy offers the most promise. Adult literacy ought not to provoke intense interstate competition—as does industrial recruiting. Therefore, states ought not to resist coming together and examining a cooperative regional strategy. Regional cooperation is a tremendous southern asset if utilized effectively. This is what the Commission on the Future of the South is all about—an effort to create a regional agenda for action to address shared problems and opportunities.

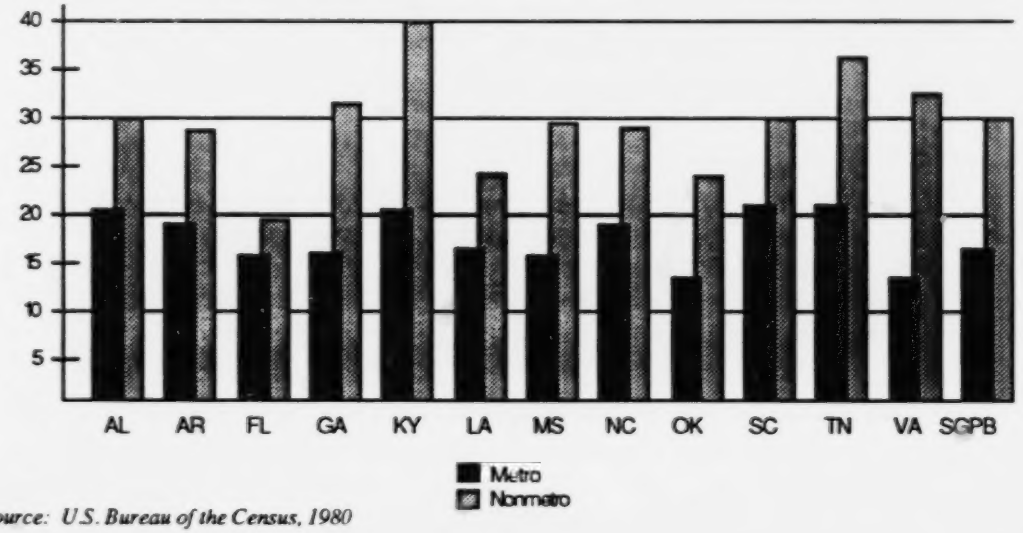
There are some examples of effective regional cooperation already in existence. The Southern Regional Education Board (SREB) is the nation's oldest interstate compact for education. Created at the request of southern governors, SREB helps education and government leaders work cooperatively to advance education and, in so doing, to improve the social and economic life of the region. The Southeastern Educational Improvement Laboratory (SEIL) is another example, as a federally supported regional educational laboratory serving the education communities in the Southeast. Working with and through existing educational organizations in the region, SEIL offers information and technical assistance to improve writing and mathematics instruction, educational leadership, dropout prevention, rural education, instructional technology, school reform efforts, and the teaching profession.

No existing activity in the South has the mission or capacity to address the many facets of the region's illiteracy problem, yet each has the ability to play a significant role in its solution. A new regional approach—such as creating a free-standing southern literacy center—could focus regional efforts in attacking

"Adult basic education is more dependent upon federal dollars and on volunteers than virtually any other public education program."

Figure 3

Percentage of Adults who had not Completed 8th Grade, 1980



Source: U.S. Bureau of the Census, 1980

the problems of illiteracy and undereducation and could prove to be a useful vehicle in coordinating a comprehensive southern strategy. A regional effort that clearly identifies the linkages between literacy and other issues such as international competitiveness and job creation would contribute immensely to solving the South's literacy problem.

Such a regional approach could be responsible for the following areas:

1. **Program Development and Evaluation.** A need exists for practical, reliable information about how to run effective programs for adult learners. The evaluation of programs in the adult literacy area is quite different from the criteria schools use to judge student progress; different indicators are required. Ongoing research into the learning styles of undereducated adults will be necessary to improve the quality of adult literacy education instruction. A regional center could also develop model policies and programs for technical and workplace literacy training.
2. **Research.** A primary responsibility of a center could be to provide the relevant, current data and information necessary for states and communities to analyze local literacy needs and develop effective programs.
3. **Training and Technical Assistance.** If states hope to make any headway toward eradicating illiteracy, they will have to rely on strategies and techniques proven effective in educating adults. More educators in adult literacy education will need special training technical assistance to become effective.
4. **Application of New Technologies.** Computer assisted instruction, interactive videodiscs, television, and other modern technologies might be incorporated into adult literacy education programs to improve their effectiveness. A center could train literacy providers to utilize new technology in their programs.[9]

A literacy center could easily draw on the strengths of existing regional and non-profit organizations such as the Southern Growth Policies Board; Southern Regional Education Board; MDC, a noted non-profit organization specializing in literacy issues; state literacy programs; business groups like the National Alliance of Business which are active in the field; and the adult literacy coordinator from each state.

Adult basic education may not have the glamour of math or science programs, but it addresses a problem that is increasingly costly for southern states. Multi-year funding for a regional center could be sought initially from one or more foundations, with the goal of completing its work within three to five years. By locating its literacy development activities in a regional center, the South could be more responsive to its people and develop expertise beyond that possible for any individual state.

"A new regional approach—such as creating a free-standing southern literacy center—could focus regional efforts in attacking the problems of illiteracy and undereducation and could prove to be a useful vehicle in coordinating a comprehensive southern strategy."

Conclusion

In recent years, there has been a clear movement in the South to raise the credibility and the effectiveness of adult literacy programs. In both strong and eloquent language, the Report of the 1986 Commission on the Future of the South, encouraged southern states to "mobilize resources to eliminate adult functional illiteracy by 1992." Implementation activities to achieve this regional objective began immediately upon adoption of the report.

The creation of a regional strategy—including, perhaps, the establishment

of a southern regional literacy center—could be a major step toward a comprehensive assault on functional illiteracy. It is imperative that new ways be found to deliver more effective training to large numbers of people. For people to be truly functional in an advanced economy, they need different attitudes as well as different skills. A regional approach to attack the problem of illiteracy stands a greater chance of meeting this challenge.

Endnotes

[1] Lester C. Thurow, Keeping America Competitive, *New York Times*, 21 August 1988.

[2] *Meeting the Economic Challenge of the 1990s: Workforce Literacy in the South:* A Report for the Sunbelt Institute, (Chapel Hill, NC: MDC, Inc., September, 1988).

[3] *The Report of the Committee on Human Resource Development*, The 1986 Commission on the Future of the South, (Research Triangle Park, NC: Southern Growth Policies Board, 1988), p. 21.

[4] *Workforce 2000: Work and Workers for the 21st Century*, (Washington, DC: Hudson Institute, June 1987).

[5] *Halfway Home and a Long Way to Go*: The Report of the 1986 Commission on the Future of the South, (Research Triangle Park, NC: Southern Growth Policies Board, 1988), p. 11.

[6] *State Actions to Improve Adult Literacy*: Regional Spotlight, (Atlanta, GA: Southern Regional Education Board, July 1988), pp. 2-5.

[7] Edward B. Fiske, Policy to Fight Adult Illiteracy Urged *New York Times*, 9 September 1988.

[8] *Meeting the Economic Challenge of the 1990s: Workforce Literacy in the South:* A Report for the Sunbelt Institute, (Chapel Hill, NC: MDC, Inc., September, 1988), p. 23.

[9] Ibid., p. 27.

Southern Growth Policies Board

The Southern Growth Policies Board is a public, interstate agency governed and supported by the state and local governments of the southern United States and Puerto Rico. It represents a regional commitment to excellence, a cooperative effort to develop, conserve, and put to best use the South's natural and human resources. In order to enhance the region's decision-making processes, the Board assembles objective information and makes recommendations regarding economic development opportunities in the South.

Board membership consists of five persons form each member state; the governor; a state senator and a state representative appointed by the heads of their respective legislative houses; and two leading citizens appointed by the governor. Members include Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia and the Commonwealth of Puerto Rico. Other states eligible to join are Delaware, Maryland, Missouri, Texas, and West Virginia. The territory of the Virgin Islands is also eligible.

1988-89 SGPB Leadership

Chairman
Governor Carroll A. Campbell, Jr. (SC)

Chairman-elect
Governor Buddy Roemer (LA)

Vice-chairman
Representative Dan Lilley (NC)

Treasurer
Mr. Robert D. Spratlin (GA)

Secretary
Dr. Jesse L. White, Jr.

SGPB Board Members

ALABAMA
Governor Guy Hunt, Sen. Ryan deGraffenried, Rep. R. Nolan Williams, Malcolm Portera, Guy Spencer, Jr.

ARKANSAS
Governor Bill Clinton, Sen. Paul Benham, Rep. Lloyd McCuiston, Jr., Wooten Epes, Melvyn Bell

FLORIDA
Governor Bob Martinez, Sen. Tom C. Brown, Rep. Sid Martin, John W. Bryan, Edd Holder, III

GEORGIA
Governor Joe Frank Harris, Sen. Harrill L. Dawkins, Rep. Eleanor Richardson, Robert D. Spratlin, Linda Beth Loughlin

KENTUCKY
Governor Wallace Wilkinson, Sen. Fred Bradley, Rep. Donald Blandford, Charles W. Hultman, Jim Wiseman

LOUISIANA
Governor Buddy Roemer, Sen. Allen R. Bares, Rep. Mitch Landrieu, Marie B. Wright, Donald Mintz

MISSISSIPPI
Governor Ray Mabus, Sen. Alan Heflin, Rep. Will Green Poindexter, Alan L. Moore, Wilton J. Johnson, III

NORTH CAROLINA
Governor James G. Martin, Sen. Bill Staton, Rep. Daniel T. Lilley, Joseph B. Martin, A.P. Perkinson, Jr.

OKLAHOMA
Governor Henry Bellmon, Sen. John Dahl, Rep. Guy Davis, George L. Bragg, William E. Humphrey

SOUTH CAROLINA
Governor Carroll A. Campbell, Jr., Sen. James M. Waddell, Jr., Rep. Jennings McAbee, Patricia T. Smith, (citizen appointment pending)

TENNESSEE
Governor Ned McWherter, Sen. Joe M. Haynes, Rep. Ed Murray, Tom Jessee, Mayor Bob Conger

VIRGINIA
Governor Gerald L. Baliles, Sen. Hunter B. Andrews, Rep. V. Thomas Forehand, Jr., Arthur B. Sandler, Susan J. Williams

PUERTO RICO
Governor Rafael Hernandez-Colon, Sen. Miguel Hernandez-Agosto, Rep. Jose R. Jarabo

The Associate Membership Program

Background

The Associate Membership Program addresses economic challenges in the South by encouraging a partnership between the public and private sectors. Associate Members include corporations, non-profit organizations, and educational institutions.

Dues from the Associate Membership Program go into the Fund for the Future of the South, a permanent source of financial support for the Board. The Fund is used to carry out special projects in economic development and other areas crucial to implementing the 10 Regional Objectives proposed by the 1986 Commission on the Future of the South.

Corporations may become Associate Members by paying tax-deductible annual dues of at least $1,000. Dues for public, non-profit organizations begin at $250 per year. Any corporation or organization contributing $2,500 or more is a Sustainer of the Fund for the Future of the South and receives special recognition for its support.

The Southern Growth Policies Board expresses its appreciation to all those contributors who have supported and who continue to support its work. For more information about the Associate Membership Program, please write: The Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709. Telephone (919) 941-5145.

Sustainers

Adolph Coors Company (Shenandoah Brewery)
Arkansas Best Corporation
AT&T
Alabama Power Company
AmSouth Bank
Ashland Oil Foundation, Inc.
BB&T
BellSouth
C&P Telephone Company
Carolina Power and Light Company
Carolina Telephone
Centel Corporation
(The) Coca Cola Company
Corning Glass Works
Crestar Foundation
CSX Transportation
Duke Power Company
First Wachovia Corporation
Florida Crushed Stone Company
General Electric Appliances
Georgia-Pacific Corporation
Glaxo, Inc.
Goldman, Sachs & Company
Hunton & Williams
International Business Machines
International Paper Company
Kentucky Central Life Insurance Company
Knight-Ridder, Inc.
(The) Kroger Company
Liberty National Bank & Trust Company
Mack Truck
Middle South Utilities
Mobil Oil Corporation
NCNB Corporation
Northern Telecom
Oglethorpe Power Corporation
Philip Morris Corporation
PYA / Monarch, Inc.
RJR Nabisco
Roanoke Electric Steel Corporation
Russell Corporation
Signet Banking Corporation
Solite Corporation
Sovran Bank, N.A.
Spartan Food Systems
SunTrust Banks, Inc.
Telex Computer Products, Inc.
Tennessee Valley Authority
Union Underwear Company, Inc.
UNISYS
U.S. Air
Waste Management, Inc.
World Publishing Company

Corporate Members

Alumax, Inc.
Blossman Gas, Inc.
Bowater, Inc.
Brown & Williamson Tobacco Corporation
Broyhill Foundation Incorporated
Brunini, Granthem, Grower & Hewes
Cardinal Industries, Inc.
Chevron, U.S.A., Inc.
Colonial Life & Accident Insurance Company
Delta Air Lines, Inc.
Deposit Guaranty National Bank
Dollar General Corporation
E.I. Dupont De Nemours & Company
Exxon Company, U.S.A.
First American Corporation
First Commercial Bank, N.A.
First National Bank of Commerce
First Union National Bank
Food Lion, Inc.
Freeport-McMoRan, Inc.
General Electric Company
General Telephone Company of the South
Georgia Power Company
Great Northern Nekoosa Foundation, Inc.
HCA The Healthcare Company
Jack Eckerd Corporation
Johnson & Johnson
Kentucky Power Company
Kentucky Utilities Company
Lance, Inc.
Lowe's Charitable & Educational Foundation
Mississippi Power Company
Multimedia, Inc.
NCNB of South Carolina
Noland Company
Norfolk Southern Foundation
Piedmont Natural Gas
Planters National Bank
Royal Insurance
Ruddick Corporation
Santee Cooper
Sears, Roebuck and Co.
Seibels Bruce Group, Inc.
Sonoco Foundation
South Carolina Electric & Gas Co.
Southern Bell
Southwestern Bell Telephone Company
Springs Industries
The Boeing Company
Unifirst Bank, F.A.
Union Camp Corporation
Universal Leaf Tobacco Co., Inc.
Vulcan Materials Company

Non-Profit Members

ALABAMA
Alabama Commission on Higher Education
Alabama Cooperative Extension Service
Alabama Foreign Trade Relations Commission
Alabama League of Municipalities
Alabama Vocational Association
Auburn Chamber of Commerce
Auburn University at Montgomery
Auburn University
Birmingham Regional Planning Commission
George C. Wallace Community College
Jacksonville State University
Jefferson State Junior College
Southeast Alabama Regional Planning and Development Commission
Troy State University
University of Alabama
University of Alabama at Birmingham
University of Alabama System
University of Montevallo
University of South Alabama

ARKANSAS
Arkansas State University
Arkansas Tech University
East Arkansas Planning & Development District
Garland County Community College
Industrial Developers of Arkansas
Phillips County Community College
Southern Arkansas University
University of Arkansas at Fayetteville
University of Arkansas at Little Rock
University of Arkanas at Little Rock Research & Public Service
University of Central Arkansas
Westark Community College

FLORIDA
Broward Community College
Daytona Beach Community College
Florida Chamber of Commerce
Florida State University
Gulf Coast Community College
Miami-Dade Community College
Northeast Florida Regional Planning Council
Nova University
Okaloosa-Walton Community College
Palm Beach Atlantic College
Tampa Bay Regional Council
University of Miami
University of South Florida

GEORGIA
Atlanta Chamber of Commerce
Atlanta Regional Commission
Business Council of Georgia
Calhoun County Chamber of Commerce
Cobb County Chamber of Commerce
Georgetown County Development Commission
Georgia Farm Bureau Federation
Georgia Institute of Technology
Georgia Mountains Planning & Development Commission
Georgia Municipal Association
Georgia Ports Authority
Kennesaw College
Macon Chamber of Commerce
Southeast Georgia Area Planning & Development Commission
Southern Technical Institute

KENTUCKY
Barren River Area Development District
Big Sandy Area Development District
Bluegrass Area Development District
Eastern Kentucky University
FIVCO Area Development District
Gateway Area Development District
Green River Area Development District
Kentuckiana Regional Planning & Development Agency
Kentucky Literacy Commission
Kentucky State University
Lake Cumberland Area Development District, Inc.
Lincoln Trail Area Development District
Murray State University
Northern Kentucky University
Northern Kentucky Area Development District
Pennyrile Area Development District
Purchase Area Development District
University of Kentucky
University of Louisville
Western Kentucky University

LOUISIANA
City of Shreveport
Council for a Better Louisiana
Gulf South Research
Louisiana Public Facilities Authority
Port of Lake Charles
Port of New Orleans
Shreveport Chamber of Commerce
Tulane University
University of New Orleans
University of New Orleans-Metropolitan College

MISSISSIPPI
Alcorn State University
Central Mississippi Planning Development District
City of Meridian
Columbus-Lowndes Economic Development Association
Community Development Foundation
George McLean Institute
Golden Triangle Mississippi Planning Development District
Hinds Community College
Itawamba Junior College
Jones County Junior College
Magnolia State Foundation
Meridian Junior College
Missisippi Gulf Coast Community College District
Mississippi College
Mississippi Municipal League
Mississippi State University
Mississippi Delta Junior College
North Central Mississippi Planning Development District
Northeast Mississippi Community College
Northeast Mississippi Planning & Development District
Pearl River Junior College
South Delta Mississippi Planning & Development District
Southern Mississippi Planning & Development District
Southern Rural Development Center
University of Southern Mississippi

NORTH CAROLINA
Appalachian State University
Chowan College
City of Charlotte
City of Winston-Salem
Elizabeth City State University
Gaston County Economic Development Commission
Greater Raleigh Chamber of Commerce
Haywood Community College
Institute of Government (UNC)
MDC, Inc.
Microelectronics Center of North Carolina
North Carolina Alternative Energy Corporation
North Carolina Association of County Commissioners
North Carolina Central University
North Carolina Japan Center
North Carolina League of Municipalities
North Carolina State University
Piedmont Community College

Recreation Resources Service, NCSU
Regional Development Institute-East Carolina University
Region D Council of Governments
Southern Group of State Foresters

OKLAHOMA
Blue Cross/Blue Shield
Metropolitan Tulsa Chamber of Commerce

SOUTH CAROLINA
Abbeville County Development Board
Central Midlands Planning Council
Charleston Chamber of Commerce
City of Greenville
City of North Charleston
Clemson University
Clemson University/RRDI
Denmark Technical College
Francis Marion College
Greater Columbia Chamber of Commerce
Greater Greenville Chamber of Commerce
Municipal Association of South Carolina
Palmetto Economic Development Corporation
Pee Dee Regional Council of Governments
Rockhill Planning & Development
South Carolina Advisory Commission on Intergovernmental Relations
South Carolina Appalachian Council of Governments
South Carolina Sea Grant Consortium
South Carolina State Ports
Spartanburg Area Chamber of Commerce
State Boards for Technical Education
Technical College of the Lowcountry
Tri-County Technical College
Trident Technical College
University of South Carolina
University of South Carolina at Aiken
Upper Savannah Council of Governments

TENNESSEE
Center for Business & Economic Research (UT)
Chattanooga State Technical Community College
City of Knoxville
Memphis State University-Bureau of Business and Economic Research
Oak Ridge Associated Universities
Tennessee Technology Foundation
University of Tennessee (Institute for Public Service)
University of Tennessee at Martin
Vanderbilt Institute for Public Policy Studies

VIRGINIA
College of William and Mary
Consolidated Healthcare, Inc.
E. Clayborn Robbins School of Business
Metropolitan Richmond Chamber of Commerce
Old Dominion University
Richmond Regional Planning & Development
Southside Planning District
Virginia Municipal League